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First 5 California CARES Plus Conference Call – August 30, 2011
Presentation Notes
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Overview of Santa Clara County CARES Plus
Santa Clara County is implementing a large CARES Plus program that combines First 5 and AB212 funds for one seamless program. Santa Clara County is implementing Components A, B, and D. Our projected total enrollment is 600 – 700 participants. Our enrollment period began on July 8th and will continue until September 30th. All of our applicants must enroll online. We do not have a paper application. At this time we have 436 participants enrolled and an additional 143 that are in the process of enrolling. Every county has a different approach to CARES Plus. The information below represents the strategies that are currently being used in Santa Clara County. Many of these strategies may not be appropriate for other counties, particularly small or rural counties.

This presentation briefly covers three areas:

1. Communication with participants
2. Training and Communication with CARES Advisors
3. Approach to Professional Development Planning

Communication with Participants

Key Strategies:

Constant Communication: We try and communicate a lot with our participants. We primarily do this through email, but we also use snail mail and our website. We have found some challenges with email when it goes to a participant's spam folder.

Tailored Communication: One key approach we have is that after a person enrolls in our program all of the information they get from us moving forward is tailored to the component they have chosen. Our general Program Summary that is used for outreach provides a broad overview that can be a little overwhelming to participants. Once a participant selects the component they want to complete, we only send them information that is relevant to that component. We separate out lists of people on each component and tailor communication to those participants. We avoid emails and documents that say: "If you chose this component do this…, or if you chose this component do that.." This type of generic communication only continues a participant's confusion. Our communication typically begins with a statement like this:

> "Our records indicate that you have chosen to complete Component A in CARES Plus. As a Component A participant you are required to..."

And end with a statement like this:

> "If you have any questions, or believe you selected to complete a different component, please contact us at..."

We create these component specific communications by using our data system and spreadsheets to filter people out into component groups.

Repeating Key Information: We identify key information and repeat it in every communication. For example one of the top questions from our participants is when they can start the online Core requirements. So we have a generic paragraph that states:

> "As you know, each CARES Plus participant must complete a series of online trainings, which will not be available until October 2011. We will contact you by email when these trainings are available and provide you with detailed instructions on how to access and complete them. "

Whenever we send information to participants we add this paragraph at the end. This reassures our participants that the information is still forthcoming and they do not need to worry about the trainings right now.

Frequently Asked Questions (FAQ): We have a Frequently Asked Questions document that is kept up to date and posted on our website. This reduces the questions we get from participants and helps clarify policy issues.

Collecting Additional Information: We collect additional information from participants that helps us identify their strengths and areas where they may need support. The areas we collect additional information on include:

- Computer ability
- Email use
- Familiarity with the CLASS

Collecting this additional information helps us in two primary ways:

1. We get a broad picture of what supports are in the highest demand
2. We can give our advisors a more complete picture of the participants assigned to them.

Training and Communication with CARES Advisors

Santa Clara County did not apply for Component C because we utilize college representatives and staff from community based organizations to support CARES participants. College representatives are faculty at higher education institutions and they complete Professional Development and Education Plans for participants enrolled in Component B. Our community based organizations have CARES Specialist who complete professional development advising for our "Core Only" and Component A participants. CARES Plus staff will be handling Component D participants once they are selected. Participants in our program are assigned to a CARES Specialist or college representative who will be their primary point of contact throughout the year. This is a case management model where each college representative and CARES Specialist are responsible for a group of participants.

Key Strategies

Training & Communication: We do a lot of training with our college representatives and CARES Specialist and maintain an ongoing communication loop. When an issue comes up with one of them, we let everyone know what happened and how to handle it if they come across a similar situation.

Detailed Support Materials: We develop a lot of detailed materials that everyone uses so that information going out to participants is consistent and using the same language. This takes a lot of time our end, but in the long run it reduces the confusion among our participants and helps us hold our advisors accountable. Materials we have developed include:

- A basic guide for what needs to be accomplished when they first contact a participant.
- PowerPoint's that outline each component with detailed presenter notes
- Simple checklists for each component that ensure information is being entered correctly in our data system. So advisors know what key information they need to share with applicants and what are the actions they need to take with each applicant
- Talking points that help our advisors articulate the importance of professional development and address the clear challenges participating in CARES Plus presents.

Meetings: We have monthly two-hour meetings with our college representatives and CARES Specialist to discuss how implementation is going and problem solve any issues. This is a unique opportunity for the college representatives and CARES Specialist to share their experiences working with participants.

Additional Thoughts on Advising

In Santa Clara County we believe our advisors can never get enough training, and just like applicants, we need to constantly review the guidelines and procedures during the first 6 months of the program until everyone is very comfortable with the information.

We have seasoned advisors who have worked with our community on the various iterations of our CARES Program. For those counties doing component C or funding new advisors we recommend you incorporate relationship building and strategies for handling difficult situations into your advisor training. Here are some examples of topics or situations that can be used:

- Are your advisors ready for the applicant/participant who is going to tell them their life story and talk about 10 different things going on in their life that are unrelated to CARES?
- Are they ready for the applicant/participant who is going to consistently complain about their work environment or their boss?
- Are they ready for the person who does not want to talk about their professional development and just wants to know what they need to do to get the money?
- Do they know how to tell an applicant/participant they are actually not eligible? OR will not be getting a stipend?

New advisors need tools and strategies to deal with these situations. Role playing and discussing these types of scenarios help advisors better prepare for their meetings with participants.

Approach to Professional Development Planning

We looked at the professional advising and developing Professional Development Plans (PDP)by each component we offer:

In our county **Component B** people are the easiest because their **educational goal** (degree, permit, or credential) really defines their PDP. And the coursework identified by their college representative outlines the PDP activities.

With our Component D people we are not planning to do extensive advising. My Teaching Partner (MTP) **is a very intensive** activity that will take up the most of a participant's time. We do not want our professional development process to interfere with the work being done with the MTP coach.

We see our Core Only and Component A participants as the ones who need the most extensive discussion about professional development. To frame this we decided to use the recently released Early Childhood Educator (ECE) Competencies as our framework.

Each Core Only and Component A participant has to identify three of the ECE Competencies that they want to work on. We developed a two-sided one page overview of the competency areas that describes each of the 12 areas for the Advisor to use as a framework for discussing the ECE Competencies with their assigned participants.

We feel there are a lot of advantages to the competencies approach:

1. We will have data that tells us the top competency areas participants want to focus on. This will allow us to work with our community to increase trainings that focus on these areas. We can quantify this information. If you do not have a standard set of categories to have your participants choose from you will not be able to aggregate and analyze your data.

2. We have ready to go resources to use with the participant. If a participant selects the "Dual language Development" area we can give them a copy of that area of the competencies and have a discussion using that document as a reference.

3. We start to create a culture in our county where participants are asking training groups what competency areas their training will cover. This will put pressure on them to map their trainings to the competencies areas and begin promoting which competencies their training will cover

This competencies approach does have a very steep learning curve. The competencies were just released and everyone is still learning them. Our community felt it was better to start with the competencies from the beginning rather than introduce them later on.

We are also asking our Component A people to identify the top three trainings they are interested in from the CDE-approved training list. We don't hold them to doing the trainings they select, but this initial assessment gives us a sense of what trainings will be in the highest demand and what trainings we should be asking for from CDE contractors.

For additional information please contact:
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California Early Childhood Educator Competencies

Brief description of each Competency Area

Download the full document from the CDE-CDD website at
www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf

1. **Child Development and Learning** addresses the knowledge, skills, and dispositions that early educators are expected to have regarding the development and learning of young children—and which in many ways provide the foundation for sensitive, responsive caregiving and high-quality early childhood practice. This competency area encompasses an understanding of major developmental theories and current research, as well as the ability to apply that knowledge to practice; the implications of early experiences and brain development; the role of early childhood educators and family members in supporting young children's development and learning; and the biological, individual, family, community, and cultural factors that can influence young children's development.
2. **Culture, Diversity, and Equity** underscores the concept that there is no knowledge base, skill set, teaching practice, or curriculum for early development and learning that can be applied for all children. Early development and learning must be viewed within a cultural context and occurs through social contexts, as in families and communities, using language and everyday experiences. Cultural perspectives of children, families, staff, and colleagues vary widely on issues such as differences in individual children's learning, strengths, and abilities; gender identity and gender-specific roles; family composition and member roles; generational experiences and perspectives; communication styles; regulation and discipline; coordination and physical development; and acquisition and synthesis of information.
3. **Relationships, Interactions, and Guidance** describes the knowledge, skills, and dispositions that early educators are expected to demonstrate in their relationships and communication with young children. Whether children's development is supported or compromised by their participation in early care and education programs is determined in large part by the quality of their social–emotional experiences in those settings, including their relationships with adults and peers. Developmental and educational research has suggested that efforts to promote children's school readiness should focus on supporting their social–emotional development as well as their cognitive development.
4. **Family and Community Engagement** addresses the role of the family in the care and education of the child, and the role of the community in providing resources and services to children, their families, and programs. It encompasses the knowledge, skills, and dispositions required to respond appropriately to all aspects of family diversity—such as race, ethnicity, socioeconomic status, culture, family composition, religion, age, ability, and home language.
5. **Dual-Language Development** refers to the process by which a child acquires home language and English. Dual-language learners may speak their home language and learn English as they enter preschool or elementary school ("sequential" bilinguals), or they may develop both English and their home language at the same time and at comparable levels at home and in early education settings ("simultaneous" bilinguals). This competency area addresses the knowledge and skills that early childhood educators need to support the optimal development and learning of young dual-language learners and the relatively small number of young children who learn more than two languages.

6. **Observation, Screening, Assessment, and Documentation** includes processes for gathering, interpreting, applying, and sharing information in a manner that recognizes children's strengths and builds upon their previous experiences. They are important tools for understanding children individually and in groups, and for the purposes of planning environments, curriculum, and other learning experiences.

7. **Special Needs and Inclusion** seeks to promote the importance of creating inclusive early care and education settings by addressing the knowledge and skills that early childhood educators are expected to have to foster the learning and development of young children with disabilities or other special needs. It includes policies and requirements for inclusive practice, program philosophies that promote full participation by all children, collaboration with families and other service providers, and personalization of practices to meet children's individual and family needs.

8. **Learning Environments and Curriculum** focuses on the design of the early learning environment in centers and family child care homes. It also covers the interactions and experiences that are intended to facilitate learning and development for all children. Support for children's learning builds on their strengths, incorporates multiple approaches to learning, and reflects their cultural and linguistic experiences. In early education settings, the social–emotional climate is a critical aspect of the learning environment for children, and curriculum includes personal-care routines, consistent schedules, transitions between the home and program or from one activity to another, and from infant/toddler programs to prekindergarten to kindergarten.

9. **Health, Safety, and Nutrition** addresses the knowledge and skills early educators are expected to have to support children's physical, emotional, and mental health. It was written with the understanding that early educators will comply with the relevant sections of the *California Code of Regulations,* Title 22, that impact Community Care Licensing in California. A key concept in this competency area is that children's health encompasses overall fitness and well-being; it is not simply the absence of illness or injury. Equally important is the acknowledgment that children's health is related to family functioning as well as the sociocultural context and physical environment in which children live.

10. **Leadership in Early Childhood Education** has been described as the intersection of knowledge, skills, character attributes, and personality traits that motivate others to work toward a common goal. Early educators demonstrate leadership in every role within the profession. In addition to possessing expertise in specific areas—such as understanding how children develop and learn, working with families, or supervising staff—early education leaders need to understand the early childhood system itself and how policy shapes the quality of services available. A starting point is to evaluate one's current understanding of the early care and education system, reflect regularly to assess changes in one's knowledge, and determine how that knowledge can develop.

11. **Professionalism:** All of the California early childhood educator competencies involve professionalism in some way; they describe knowledge, skills, dispositions, and an overall vision that allow early educators to work effectively with children, families, colleagues, and communities and to provide high-quality early care and education services. To ensure that principles of professional and ethical practice are given equal and intentional consideration to constructs in other competency areas, they are addressed separately here.

12. **Administration and Supervision:** Two critical components of high-quality early care and education are effective administrative practices and continuous program improvement, both of which allow early childhood professionals to better serve young children and their families and to meet short- and long-term program goals.

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Santa Clara CARES Plus

Core Only Participant Professional Development Form

This form is used to document professional development areas of interest related to CARES Plus participants who have chosen the Core-only option. The areas listed below are taken from the *California Early Childhood Education Early Educator Competencies* document published in July 2011. A brief description of each one is provided on the attached two-sided sheet. **Check the top three that interest you.**

Name: ____ Email: __________________________

- ☐ 1. Child Development and Learning
- ☐ 2. Culture, Diversity, and Equity
- ☐ 3. Relationships, Interactions, and Guidance
- ☐ 4. Family and Community Engagement
- ☐ 5. Dual-Language Development
- ☐ 6. Observation, Screening, Assessment, and Documentation
- ☐ 7. Special Needs and Inclusion
- ☐ 8. Learning Environments and Curriculum
- ☐ 9. Health, Safety, and Nutrition
- ☐ 10. Leadership in Early Childhood
- ☐ 11. Professionalism
- ☐ 12. Administration and Supervision

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Santa Clara CARES Plus Frequently Asked Questions (FAQ)

Eligibility	
1.	**Do CARES Plus participants need to have a California Child Development Permit to qualify for a stipend?** No. But participants must show proof of having applied for a permit by June 30, 2012. For a list of what will be accepted as proof of application, please refer to the CARES Plus Program Summary posted on the CARES website at www.santaclaracares.org .
2.	**Do current CARES 2.0 participants need to enroll in CARES Plus?** Yes. To qualify for CARES Plus, everyone who applies must complete the online CARES Plus enrollment process even if they participated in CARES 2.0. First 5 California requires additional information for CARES Plus; thus, every participant must complete the online enrollment form, which, is posted at www.santaclaracares.org .
3.	**Is an Employer Identification Number (EIN) or Taxpayer Identification Number (TIN) acceptable instead of a Social Security Number?** No. A participant must submit a Social Security Number to receive a CARES Plus stipend.

Enrollment	
1.	**What is the enrollment period?** The early enrollment period is July 8, 2011 through July 31, 2011. The full enrollment period is July 8, 2011 through September 30, 2011.
2.	**Why are there two deadlines for enrollment?** An early enrollment deadline of July 31, 2011 is set for those who are interested in the My Teaching Partner (MTP) statewide pilot. Since the MTP is a 10-month program, participants must enroll in CARES Plus by July 31, 2011 to be considered for selection in the pilot.
3.	**How do early educators with no computer skills participate in CARES Plus?** All CARES Plus participants must have some computer ability. Participants could use county resources such as computer trainings provided in libraries and community organizations to learn how to use a computer.
4.	**If a participant does not have a valid email account, is it permissible to use someone else's email?** Another person's email can be used as long as that person is not a CARES Plus participant. CARES participants cannot share email addresses and may not use their center's email address.

Required Core Component: CLASS	
1.	**What is the CLASS?** The Classroom Assessment Scoring System (CLASS) is an observational tool that provides a common lens and language focused on the classroom interactions that boost student learning. For further information on CLASS, please see the Teachstone website at http://www.teachstone.org/about-the-class/

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2.	**Is there a fee for participating in the CLASS training?** The CARES Plus CLASS training is free.
3.	**When may a CARES Plus participant begin the CLASS trainings?** The online CLASS trainings will be available beginning in October 2011.
4.	**If an early educator has taken the Introduction to the CLASS before, would that count for a stipend, or must it be taken again?** Everyone must complete the Introduction to the CLASS and Looking at CLASSrooms as part of CARES Plus, even if they have done it before.
5.	**Are the CLASS trainings available in any language other than English?** Yes. The CLASS trainings will be available in Spanish, as well.
6.	**How does a participant receive the login name and password to complete CLASS?** In late September 2011, CARES will send out instructions on how to begin the CLASS training to all participants who have completed the online CARES Plus enrollment
7.	**What happens if a participant is selected by First 5 California to complete the pre and post CLASS assessment, but refuses to videotape the classroom?** That participant would not be able to participate in CARES Plus, as this is a state requirement.
8.	**What happens if a participant is selected for the pre and post CLASS assessment but the employer will not allow videotaping in classrooms?** If a participant is selected to complete the pre and post assessment, but the employer will not allow videotape in the classroom, then that participant would not be required to complete the pre and post assessment and may still participate in CARES Plus.
9.	**Who will be selected for the pre and post assessment?** Only lead teachers, master teachers, and family child care directors and/or owners will be selected. Teachers who work <u>only</u> with infants and toddlers will not be selected during the 2011-12 program year.
10.	**Can a participant do the CLASS online trainings with a group of co-workers at one time?** No. Each participant must use the individual login name and password and complete the CLASS trainings on their own.

Optional Component: College Coursework

1.	**If a participant is taking a summer class that begins on June 28, 2011 and finishes on July 20, 2011, can it be counted towards a CARES Plus stipend?** No. Courses must begin after July 1, 2011 and must be completed by June 30, 2012.
2.	**If a participant is working toward a degree at a college that is not listed in the CARES Plus Program Summary, will that coursework count toward a stipend?** Yes. All other CARES Plus requirements must be met and that participant must meet with an E3 staff person to have classes pre-approved. Online courses from an accredited college are also acceptable.
3.	**If a participant has finished a master's degree and has a multiple subject credential and a program director permit but wants to take classes at a local community college to enhance skills, can these classes count towards a CARES Plus stipend?**

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	No. All coursework must apply towards a degree, a California Child Development Permit, or a credential issued by the California Commission on Teacher Credentialing (CTC).
4.	**Can a participant receive a CARES Plus stipend for courses that apply toward an early childhood special education credential?** Yes. Courses taken toward an early childhood special education credential would count toward a CARES Plus stipend.
5.	**Do online courses count for the college coursework component?** All courses from an accredited college count towards a CARES Plus stipend, as long as the courses apply toward a degree, a California Child Development Permit, or a credential issued by the CTC. Participants should review the college coursework option section on page 4 in the CARES Plus Program Summary. All courses must be pre-approved by a CARES representative. If questions regarding this policy arise, please send them by email santaclaracares@wested.org .
6.	**If less than 6 units are completed, would the participant receive a partial stipend?** No. In order to receive a stipend under this component a participant must complete a minimum of 6 semester or 9 quarter units with a grade of "C" or better.
7.	**Can a participant complete both the additional college coursework component and training component to earn a higher stipend?** No. An early educator may only participate in one additional component in addition to the required core component.

Optional Component: Training

1.	**Is there a fee to participate in the California Department of Education (CDE)-certified trainings?** The majority of the trainings are free with materials provided. There may be exceptions when a participant may be asked for a registration fee and/or to purchase training materials.
2.	**If a participant takes a college course that covers the same content as one of the CDE-approved training areas, can it be applied towards the 21 hours?** No. All trainings must be provided by CDE-certified contractors.
3.	**Must all of the 21 hours be in one of the accepted training areas? Or can a participant do a mix of the approved trainings that add up to 21 hours?** A participant may complete a combination of the trainings to meet the 21 hour requirement.
4.	**If fewer than 21 hours are completed, would a partial stipend be granted?** No. A minimum of 21 hours must be completed to qualify for a stipend.
5.	**May a participant complete both the additional college coursework component and training component to earn a higher stipend?** No. A participant may only participate in one additional component in addition to the required core component.
6.	**Will the training hours completed for CARES Plus count towards a professional growth hours for renewing a California Child Development Permit?** Only a professional growth advisor can determine if a participant can receive professional growth hours for an activity. Learn more about the professional growth system by reading the Professional Growth Manual posted at: http://www.ctc.ca.gov/credentials/manualshandbooks/PG_manual_ChildDev.pdf

## My Teaching Partner (MTP)	
1.	**What is MTP?** First 5 California has developed the pilot, My Teaching Partner (MTP), a new quality improvement program, as part of its CARES Plus program. The MTP is a 10-month, intensive, ongoing coaching program that has been shown to boost effective classroom and program interactions and improve child outcomes. Link to MTP flyer in both English and Spanish: http://www.ccfc.ca.gov/pdf/help/CaresPlus/MK_MTP_Intro_Packet.pdf http://www.ccfc.ca.gov/pdf/help/CaresPlus/PK_MTP_OnePager%20Spanish.pdf
2.	**What are the benefits of participating in MTP?** MTP is an exciting pilot program that has shown to be very successful in improving classroom practice and child outcomes. Only 500 people in the state will be invited to participate in this project. Those selected will receive 10 months of ongoing free consultation and coaching that is directly related to their daily practice. If invited, participants would take the core component and the MTP activity, which would earn a total stipend of $1,500.
3.	**What would a participant do if selected for the MTP, but the majority of the classroom parents do not want their children videotaped?** The MTP coach would work with the participant to find the best strategy to videotape in the classroom and adhere to the parents' requests.
4.	**If a participant is selected to participate in MTP but the center director will not allow videotaping, does this mean that the early educator cannot participate?** If a center or organization does not allow videotaping, through no fault or control of the individual CARES Plus participant, that participant would no longer be eligible for MTP or the CLASS observation sample, but would still be able to participate in the CARES Plus program.
5.	**If a participant is selected to participate in MTP and the director agrees to the videotaping, but the center is part of a school district that will not allow it, what would happen?** If a center or organization does not allow videotaping, through no fault or control of the individual CARES Plus participant, that participant would no longer be eligible for MTP or the CLASS observation sample, but would still be able to participate in the CARES Plus program.
6.	**Who will be selected for the MTP?** Only lead teachers, master teachers, and family child care directors/owners will be selected. Teachers who work only with infants and toddlers will not be selected during the 2011-12 program year.
7.	**What is the deadline for enrolling for the MTP?** Participants must enroll in CARES Plus by July 31, 2011 to be considered for selection in the MTP pilot.

## Participants Working <u>Only</u> with Infants and Toddlers	
1.	**If an early educator is a toddler teacher, but next year would be a preschool teacher, would that participant follow the preschool requirements this year?** No. Participants must follow the infant -toddler (0-3 years) requirements this year and the preschool requirements next year.

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2.	**Why do participants working only with the infant-toddler age group (0-3 years) have only two options?** The core component *Looking at CLASSrooms* is not available for infant-toddler teachers during the first year of CARES Plus. Since infant-toddler teachers will not be completing this requirement, they must complete either the college coursework component or the training component.
3.	**Will the core component *Looking at CLASSrooms* for infant-toddler teachers be available next year?** Yes. *Looking at CLASSrooms* for infant-toddlers will be available in the second year of CARES Plus.
4.	**Are teachers who work only with infants and toddlers eligible for the My Teaching Partner (MTP) pilot?** Teachers who work only with infants and toddlers will not be selected for MTP during the 2011-12 program year.

Tax Guidelines

1.	**Why doesn't the WestEd E3 Institute deduct income tax from the CARES Plus stipend checks?** The E3 Institute cannot withhold taxes for people who are not employed by the WestEd E3 Institute.
2.	**Is a CARES Plus stipend check considered taxable income?** Yes. The stipend check is considered taxable income and should be reported to the Internal Revenue Service.
3.	**How should CARES Plus stipend recipients claim the stipends on their tax returns?** In February 2013, a 1099 form will be sent to the home address of each CARES Plus recipient who was awarded a stipend of $600 or more. It is the responsibility of the CARES Plus recipient to notify the WestEd E3 Institute of any change of address to ensure that all proper information reaches the CARES Plus recipient in a timely manner. Participants should consult with their tax preparer for advice on how to claim this income.
4.	**Why are CARES Plus participants required to complete a W-9 form?** A W-9 form is required from all CARES Plus participants for verification of their Social Security Numbers. For a copy of this form, click on this link or copy and paste it into an internet browser: http://www.irs.gov/pub/irs-pdf/fw9.pdf
5.	**Can a CARES Plus participant use a Federal I.D. number instead of a Social Security number?** No. A Federal I.D. number will not be accepted. A participant must submit a Social Security number to receive a CARES Plus stipend.

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CARES Plus Participant Support Guide for CARES Specialists and College Representatives

1. Participant Assignments

Each CARES Plus participant who has submitted an online application will be assigned a CARES specialist or college representative. E3 will assign participants during the following dates:

- August 15– 19, 2011
- September 12 – 16, 2011
- October 10 – 14, 2011

Each CARES Plus participant who has enrolled online must complete the enrollment process by having contact with the assigned CARES specialist or college representative. This contact must occur in one of the following ways:

- On-on-one meeting
- Group advising session (not permitted for Coursework option)
- Email
- Telephone

The purpose of this interaction is to ensure that CARES Plus participants have chosen the correct option and are fully aware of the requirements. The options for CARES Plus include:

- Core only
- Core + Coursework
- Core + Training
- Core + My Teaching Partner

In the Core + Coursework option participants are placed in one of two categories:

- ***In-Network*** - Participants who attend a college with a CARES Plus college representative (Cañada, De Anza, Foothill, Gavilan, Mission, National Hispanic, Pacific Oaks, San Jose City, San José State, or West Valley) fall in this category.
- ***Out of Network*** - Participants who attend a college that is not part of the In-Network list (i.e., National University, San Francisco State, Chabot, Ohlone) fall in this category. An E3 staff member will serve as the CARES specialist for these participants.

This chart shows assignments based on options:

	Assignment		
Options	**Partner Agency or COE (AB212 only)**	**College Rep**	**E3**
Core Only	X		X*
Core + Coursework (In-Network)		X	X
Core + Coursework (Out of Network)			X
Core + Training	X		X*
My Teaching Partner			X

** If the number of participants in the Core Only or Core + Training options exceeds the contracted number for the partner agencies and COE, then an E3 staff member will serve as the CARES specialist to accommodate the additional participants.*

My Teaching Partner (MTP) and Pre/Post CLASS Assessment: E3 anticipates that First 5 California will notify us of participants who were selected for MTP and the pre/post CLASS assessment between September 12-16, 2011. An E3 staff member will serve as the CARES specialist for MTP participants. Remember, participants selected for MTP cannot participate in the Coursework or Training options.

2. Required Steps to Finalize Enrollment

2a. All Participants

Each CARES specialist or college representative is responsible for entering information for <u>EVERY</u> assigned CARES Plus participant to finalize the enrollment process. The following information must be entered:

- ***Path verified (check box):*** Checking this box indicates that you have had contact with the participant, verified the option, and provided information about the requirements.
- ***Meeting date (date):*** Enter the date you had contact with the participant.
- ***Internal Comments/Summary Notes (text):*** The data system includes an *Internal Comments* section where you can add any important notes from your interaction with the participant that can be viewed by E3 staff members, CARES specialists and college representatives. There is also a *Summary Notes* section where you can add notes that will appear on the Participant Summary. These comments/notes are not required but are highly recommended if you foresee potential issues. You will have the option of having your notes appear on the Participant Summary (Summary Note) or only viewable by CARES specialists and college representatives (Internal Comments).

2b. Core Only Participants

Professional Development Focus Areas (check boxes): Each Core-only participant is asked to select three of the early childhood educator competencies areas to focus on during the program year (July 1, 2011 – June 30, 2012). E3 has developed a form that can be used for face-to-face meetings with the participant or in a group setting. If you are emailing or phoning the participant you must determine the best way to collect this information.

2c. Core + Training Participants Only

Professional Development Focus Areas (check boxes): Each Core + Training participant is asked to select three of the early childhood educator competencies areas to focus on during the program year (July 1, 2011 – June 30, 2012). E3 has developed a form that can be used for face-to-face meetings with the participant or in a group setting. If you are emailing or phoning the participant you must determine the best way to collect this information.

Training Focus Areas (check boxes): Each Core + Training participant is asked to select three of the accepted trainings that they will pursue during the program year (July 1, 2011 and June 30, 2012). E3 has developed a form that can be used for face-to-face meetings with the participant or in a group setting. If you are emailing or phoning the participant you must determine the best way to collect this information. Participants are not required to attend the trainings they select. This information is collected to identify which trainings they are initially interested in.

2d. Core + Coursework Participants (In-Network) Only

- ***Goal (radio button):*** College representatives must verify that the participant's goal listed in the PDEP is still accurate. This goal will appear on the Participant Summary.
- ***Courses Needed (PDEP):*** College representatives must verify that the appropriate courses have been marked as stipend eligible in the *Courses Needed* section.
- ***General Education (PDEP):*** College representatives must verify that the appropriate areas have been marked as stipend eligible in the *General Education* section.

Particular care needs to be taken with participants who selected the Coursework option. To be eligible for this option, participants must take courses that count towards one of the following:

- A college degree
- A higher level on the California Child Development Permit matrix
- A credential (i.e., multiple subject, early childhood special education)

Important policies related to eligibility for the Coursework option:

- Participants pursuing a Master's or Doctorate degree <u>must</u> be accepted into a Master's or Doctoral program to participate in the coursework option.
- Courses taken for professional development purposes that do not meet one of the three criteria above are NOT allowed.
- A participant who has a degree in a field unrelated to child development, may pursue an equivalent or lower college degree in child development or a related field. For example, a participant who has a BA in business may choose to get an AA in child development/early education.

Checklist

Core-Only Participants

- ☐ Make contact with the participant (in-person, email, phone or group setting)
- ☐ Enter the meeting date in the data system
- ☐ Review the requirements for the Core-Only option
- ☐ Review with the participant how to log in to the status page and download the Participant Summary
- ☐ Verify the path the applicant has chosen
    - If a participant wants to change the path, contact E3
- ☐ Enter any relevant internal comments/summary notes in the data system
- ☐ Identify the participant's three focus areas from the early educator competencies list and enter this information in the data system

Core + Training

- ☐ Make contact with the participant (in-person, email, phone or group setting)
- ☐ Enter the meeting date in the data system
- ☐ Review the requirements for the Core + Training option
- ☐ Review with the participant how to log in to the status page and download the Participant Summary
- ☐ Verify the path the applicant has chosen
  - If the participant wants to change the path, contact E3
- ☐ Enter any relevant internal comments/summary notes in the data system
- ☐ Identify the participant's three focus areas from the early educator competencies list and enter this information in the data system
- ☐ Identify the participant's three topics from the accepted training list and enter this information in the data system

Core + Coursework In-Network - not previously part of CARES 2.0

- ☐ Meet in-person with the participant
- ☐ Enter the meeting date in the data system
- ☐ Review the requirements for the Core + Coursework option
- ☐ Review with the participant how to log in to the status page and download the Participant Summary
- ☐ Verify the path the participant has chosen
  - If the participant wants to change the path, contact E3
- ☐ Develop the PDEP
  - Enter PDEP goal
  - Enter relevant courses taken
  - Enter courses needed and mark appropriate course as stipend eligible
  - Enter GE courses taken and mark appropriate areas as stipend eligible
- ☐ Enter any relevant internal comments/summary notes in the data system
- ☐ Show the Participant Summary and remind the participant how to access it through the Status Page. You may also email the full PDEP overview to a participant as a PDF.

Core + Coursework In-Network – Fast Track – Previously Part of CARES 2.0

- ☐ Verify the path the participant has chosen
- ☐ Review the participant's PDEP
  - Verify the goal is still accurate
  - Verify the *Courses Needed* section is up to date, and courses are marked as stipend eligible
  - Verify the *General Education* section is up to date, and areas are marked as stipend eligible
- ☐ Enter your review date as the meeting date in the data system

- ☐ Enter any relevant internal comments/summary notes in the data system
- ☐ Check the Participant Summary to make sure the correct stipend eligible courses and GE areas show up
- ☐ Email information to the participant, including the overview document developed by E3 on how to log in to the Status Page and download the Participant Summary